



SUPPORTING QUALITY EMPLOYMENT SOLUTIONS

REPORT OF THE NEBRASKA

State Rehabilitation Council

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State Rehabilitation Council

Nebraska Department of Education

December, 2004

Dear Fellow Nebraska Citizens:

The Nebraska State Rehabilitation Council (SRC) is pleased to present to you the 2004 Annual Report.

The SRC is fortunate to enjoy a close working relationship with VR and has provided input and direction regarding the following projects this past year:

- Ticket To Work. The SRC learned about the Ticket to Work program via presenters and material, and shared thoughts and concerns with VR regarding the program.
- HIPPA (Health Information Portability & Privacy Act). Presentations were made to the SRC to facilitate a better understanding of the law and how VR has complied with it.
- IPE (Individual Plan for Employment). VR has developed an impressive "notebook" that facilitates a client's effort to identify, secure and maintain employment. The SRC has provided reaction and direction in the development process.
- Referral Source Outcome Study. An extensive survey was completed by the Council to assist VR in identifying referral sources. As a result of the survey, recommendations were made and subsequent action was taken by VR to deliver information to agencies that needed it as well as better organizing QUEST to track referrals.
- The SRC also formally amended their by-laws to allow for election of officers to the SRC at the end of the last meeting of the year (usually August).
- Consolidation and moving of offices.
- Budget cuts that were eventually restored.
- Continued improvements to the VR service delivery system.

The SRC, VR and recipients of VR services should be proud of the very workable relationship the SRC and VR enjoy. We have a great relationship with the Client Assistance Program director, the Assistive Technology Project, the State Independent Living Council, all of whom provide a report to the Council every meeting. Open dialog with the State Director and other staff is paramount in the meetings and outcomes are always noted at the next meeting. It is truly refreshing to see an agency put people and dreams first and politics second. VR has a demonstrated ability to do this. Nebraska should be proud of their State Vocational Rehabilitation agency.

Respectfully submitted to you,

Michelle Hultine

Michelle Hultine, Chairperson
Nebraska State Rehabilitation Council

“I wouldn’t have the position I have if it wasn’t for Voc Rehab.”

Craig Holcomb
Omaha World Herald



Craig Holcomb

Following a severe car accident, Craig Holcomb came to a decision. He refused to let chronic pain from damaged discs in his neck and back dominate his life. When he was physically able, Craig went to the Omaha Voc Rehab office. There he worked with Leta Simms and Susan Hagen. Craig received Job Seeking Skills training. This would include resumé assistance, dressing for success, and mock interviews. With a lead from Susan, Craig found a temporary job with Goodfellows Charity, an organization sponsored by the Omaha World Herald. The position for the Christmas season gave rise to permanent employment in classified advertising with the Herald. Craig gratefully says of his counselors, “They were wonderful.”

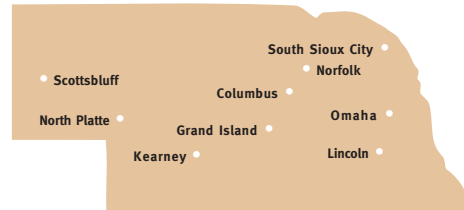
Message from Frank C. Lloyd

Director of Vocational Rehabilitation

Transition Partnership— the Opportunity and the Challenge

The Individuals with Disabilities Education Act (IDEA) requires that schools provide transition services to students with disabilities beginning at age 16 and link these students to appropriate adult service providers. The Vocational Rehabilitation Act requires state Vocational Rehabilitation agencies to coordinate with schools for students with disabilities regarding employment, post-secondary training, and independent living.

Both legislative mandates clearly stipulate the requirement on both Special Education and Vocational Rehabilitation - collaborate and coordinate services for students with disabilities as they transition from school to work and adult living. Yet, state Vocational Rehabilitation programs are strapped for funds, with most states unable to adequately serve all adults with disabilities who are unemployed and ready for rehabilitation planning.



Vocational Rehabilitation Office Locations

Research is clear. Work-based experiences and career planning for students with disabilities will increase the probability that they will successfully complete high school and transition to appropriate activities following high school. These activities could include college, trades training, employment, and independent living.

However, Nebraska Vocational Rehabilitation is in an order of selection and doesn't have funds to adequately serve all adults who could be eligible for services. Yet, nearly 50% of the adults we serve today knew about their disability while they were in school.

NEBRASKA VOCATIONAL REHABILITATION EMPLOYMENT PROGRAM 2004

Employment Program	# people
Applied for Services	4,481
Eligible for Services	4,035
Started Services	2,563
Received Services	5,520
Successful Employment	1,266
Continuing in Services	3,232
Success Rate	55%

Transition Program

Successful Transition	167
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Employment Warranty

Successful Warranty	418
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Many would have benefited from early planning. Students with disabilities experience the highest drop out rates and unlike other students they are arrested at higher rates after they leave school.

Since we will work with many of these students later as adults, it makes sense to begin working with them early, while they are still in school and have the structured support that schools provide.

It is unlikely there will ever be enough money or time to serve all the adults who could be eligible for Vocational Rehabilitation services. Therefore, we have to find a reasonable balance of service for both adults and younger students with disabilities.

Otherwise, we will continue to lose the clear advantage of starting early with these students and increasing the chances they will graduate and go on to appropriate community activities leading to employment and independent living.

As a student in elementary school, Brandi Lieswald was diagnosed with Attention Deficit Disorder (ADD). With input from Brandi, her parents and school, an Individual Education Program (IEP) was developed. When she entered Elkhorn Valley High School, the Tilden native included Voc Rehab in her post-graduate planning.

Brigid Griffin with the Norfolk Voc Rehab office became Brandi's counselor. Together they explored her interests and skills. After graduation in 2003, Brigid assisted with the job search. A position at the Norfolk Veterans' Home working in food service was a good choice for Brandi. She enjoys the full benefits package as well as her employer's scheduling flexibility as future plans include furthering her education.

SUCCESS STORY

"They helped me get a job."

Brandi Lieswald
Norfolk Veterans' Home

Brandi Lieswald

Message...

SUCCESS STORY

“Nicholas had a dream to be an airline mechanic and the persistence he needed to achieve that goal.”

Vickie Schaepler
Kearney Vocational Rehabilitation

Nicholas Clement had a career goal in mind before he graduated from Minden High School. He and his family worked with the high school and Vickie Schaepler from the Kearney Voc Rehab office to develop a plan. Nicholas has a learning disability that affects his abilities in reading and writing. That didn't stop him when he decided to seek a career in Aviation Maintenance. Working with Vickie provided the assistance that saw Nicholas through a challenging program in Aviation Maintenance at Western Nebraska Community College at Sidney. Voc Rehab's job placement support helped to land a position with America West Airlines. Today, Nicholas lives in Denver and remarks “Everyday I go to work I love it.”

While the recent special education legislation (IDEA) requires transition planning in the IEP begin at age 16, we feel there is real value in providing transition activities as early as age 14. Unfortunately, serving 14-16 year old students requires a long-term commitment that does not fit well in a time-limited adult Vocational Rehabilitation system. It presents a real dilemma for staff who are currently serving 322 schools through out Nebraska. “How can I spend time and resources helping 14-16 year old students when it is difficult to serve all the adults, let alone all of the graduating seniors?” It means that it may take 6 or more years before the 14-year old student achieves a successful employment outcome. The Vocational Rehabilitation system is accountable for successful employment outcomes – not just the provision of services.

Consequently, if 14-16 year old students are to be served by Vocational Rehabilitation, it will require blocks of staff time and money reserved for students. This means fewer adults will be served.

In the long-term, however, if these students are provided career planning and work-based activities, research demonstrates they are more likely to stay in school, graduate at an age appropriate time, and go on to successful employment and independent living in the community. The old adage applies here. “Pay me now or pay me later.” Thus, there is an exceptional opportunity for Special Education and Vocational Rehabilitation to pursue their legislative mandates by integrating the community work-based experiences that are the strength of Vocational Rehabilitation with the instructional expertise and support of educators through local schools.

Here are the principles that can expand our thinking and help us view early transition services from a different perspective.

1. Start early to leverage valuable time – By being pro-active, we leverage valuable time during the student's formative career exploration years.

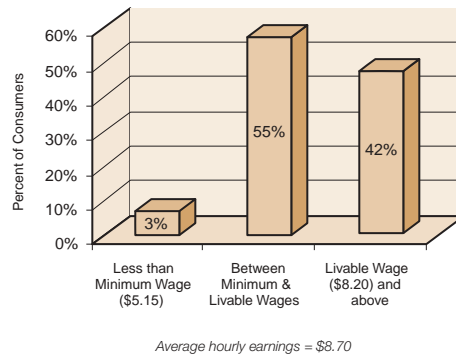
Nicholas Clement
America West Airlines

By starting at age 14, we have four to seven years to plan and coordinate employment-related services through the schools.

2. Unify planning to build support – Separate planning through an Individual Education Program (IEP) and an Individualized Plan for Employment (IPE) can be confusing to parents, the student and educators. It may suggest that Vocational Rehabilitation is planning a different direction for the students' future. While both Vocational Rehabilitation and Special Education are required to develop their planning documents, it should be made clear to all concerned how both documents support and help unify overall transition planning.

3. Integrate activities to foster goal planning – It is important that what students learn in the classroom is linked to community experiences.

HOURLY EARNINGS



For example, the students' classroom behavior must be viewed as it would be on the job.

Students must believe that what they learn in the classroom will help them reach their future goals. Students who drop out of school typically don't see a connection between school and their future in the community. Often, they have no goals that they perceive school helping them achieve. If they have a goal they don't see school as a place that will help them achieve their future plans. Thus, linking classroom and community career activities is critical.

"It's really made me more independent."

Lorie Layman
Pizza Hut



Lorie Layman

A decision to return to the workforce and achieve more independence had Lorie Layman facing a few challenges. Contacting the Lincoln office of Voc Rehab was the answer. She worked with counselors, Jenny Caruso and John Bulin. Lorie discussed her disability (a mild mental handicap), transportation issues and SSI benefit questions that she would need to take into account before seeking employment. To help understand the impact on SSI benefits, Nebraska Easter Seals was consulted. At the same time interest assessments were done. A plan was developed that addressed Lorie's concerns. With John's help and encouragement she landed a job with Pizza Hut. Lorie is now living on her own in an apartment just a few blocks from where she works. She enjoys her job and the additional independence that goes with it.

SUCCESS STORY

SUCCESS STORY

“The coordination between the offices... was just great.”

Stacy Sellers
League of Human Dignity



Stacy Sellers

Stacy Sellers was put in touch with the O'Neill Voc Rehab office while she was attending high school. She became part of Voc Rehab's Transition Program. With the assistance of counselors, Kathy Clements and Ruth Markhofer, this young woman born with cerebral palsy finally had an accessible bathroom in her home. Voc Rehab also provided a computer and voice recognition software. After high school they were able to assist Stacy when she attended and graduated from Augsburg College in Minneapolis. Her degree in Psychology landed Stacy a job with the League of Human Dignity in Lincoln. The move also put her in touch with the Lincoln Voc Rehab office staff who obtained the necessary modifications for Stacy's vehicle and apartment. Stacy gives credit to Voc Rehab for their help and encouragement.

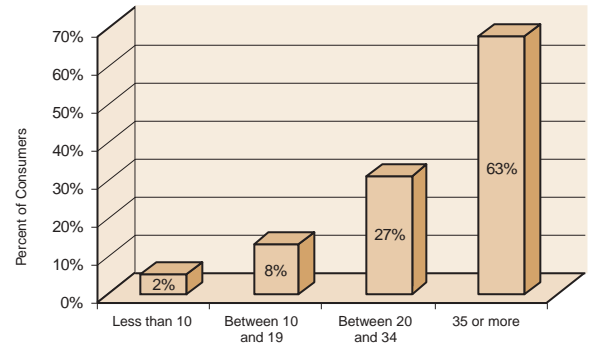
4. Support long-term thinking to yield future benefits.

– The

time-limited scope of the VR program has helped focus the program on more immediate employment outcomes while protecting limited resources. Consequently, it does not foster long-term thinking and the benefits of working with 14 to 16 year old students.

Transition services require that we think in terms of long-term planning. This means that we may need to rethink our focus to increase the probability of quality outcomes for students with disabilities. It means that we are willing to expend resources now that we feel will yield major benefits in the future and in the long term will be less costly than waiting until a student experiences varying levels of failure when they exit the school system.

HOURS WORKED PER WEEK



Average hours worked per week = 34.6

5. Simplify processes to serve students

– Much of the process of the traditional adult service system is unnecessary and burdensome when applied to transitioning students. Admittedly, we can officially “open an adult case” on a 14 year old student, collect all the traditional data, determine eligibility within 60 days and develop an IPE just so we can provide transition planning services. But why should this be necessary? Our role with transition is one of planning and coordination.

It should not be hampered by unnecessary processes that make sense for an adult moving back into the workforce but do not make sense for a transitioning student who needs time to understand their interests and abilities as well as understanding the world of work and community living.

6. Involve parents to assure success - Perhaps this is the most important principle of all. However, it is often difficult to get parents involved. Many youth are living in single parent families and work obligations may leave little time for school planning with their child. Yet, close parent involvement will be the key to assuring student attendance, attention, and integration with community career activities.

Vocational Rehabilitation is proceeding with the “transition challenge” by collaborating with selected Omaha area schools to develop a better system to serve students with disabilities.

During the first year of the project, resource materials will be developed and piloted in participating schools. During the second year, the transition system will be implemented in selected schools that are interested in forming this partnership with Vocational Rehabilitation.

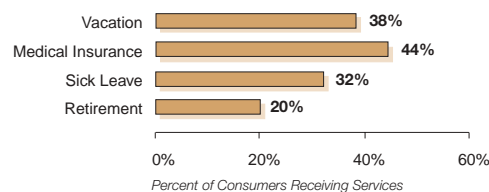
SUCCESS STORY

“I was not very centered, I was confused. It was helpful to have someone whose thoughts were organized.”

David Pursel
ENCOR

David Pursel’s journey with Voc Rehab began after he was diagnosed with a condition called Obsessive Compulsive Disorder, or OCD. He was in his early 20’s. Deb Dixon, his Voc Rehab counselor in the Omaha office, assisted him to determine his interests and skills. “They really helped me define what I wanted to do,” he commented. Voc Rehab provided assistance that enabled him to attend Metro Community College, where he received an Associate Degree. David now works for ENCOR (Eastern Nebraska Community Office of Retardation and Developmental Disabilities), in a group home setting. His experiences have inspired David to further his education. He will graduate soon with a Bachelor Degree in Psychology.

FRINGE BENEFITS



David Pursel

*“He’s a very talkative,
very pleasant
young man. It was
one of the strengths
we capitalized on.”*

Marsha Silvey, Counselor,
Lincoln Vocational Rehabilitation



Quentin Smola
KV Pet Supply, David City

A lot of planning, while still attending high school, has netted a successful result for Quentin Smola. At birth, he experienced a brain injury that resulted in developmental delays. While still at East Butler High School, Quentin and his parents began to plan for his employment future. The teamwork of Quentin, his parents, school personnel, and Voc Rehab counselor, Marsha Silvey, were key to the positive outcome. Following graduation, he continued working with Voc Rehab’s Lincoln office. With a focus on Quentin’s interest in animals and on-the-job training, it was a perfect match when he began working for KV Vet Supply in David City. With initial help from a job coach, Quentin is a success.

Message...

A major key to the success of the system will be the integration of school, career, and transition planning activities with work-based experiences in the community. School will focus on the classroom. Vocational Rehabilitation will focus more on coordination of resources and providing community experiences.

There will be five components to the system.

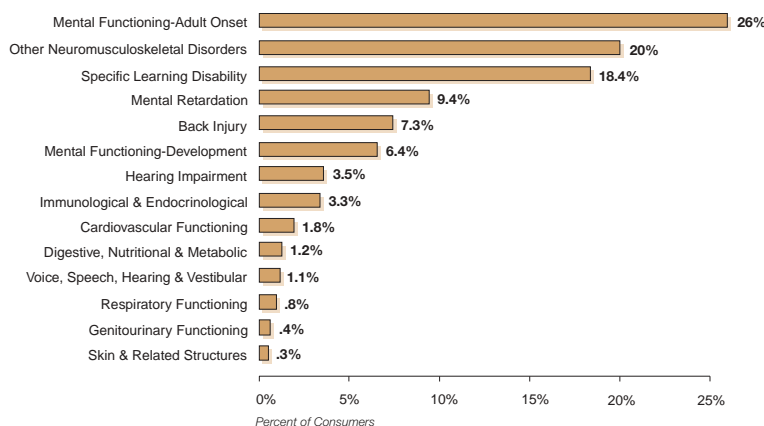
1. Administration - This includes resources to set up and operate the program. For example: What are effective ways to involve parents?

What are important things to consider in establishing clear communication and effective relationships with school personnel? What are effective strategies to integrate classroom and community activities?

2. Student Planning and

Coordination – This involves transition planning for four or more years with students. For example: What are effective ways to link students’ interests with their school activities? What are important factors to consider in coordinating community resources with students and their parents?

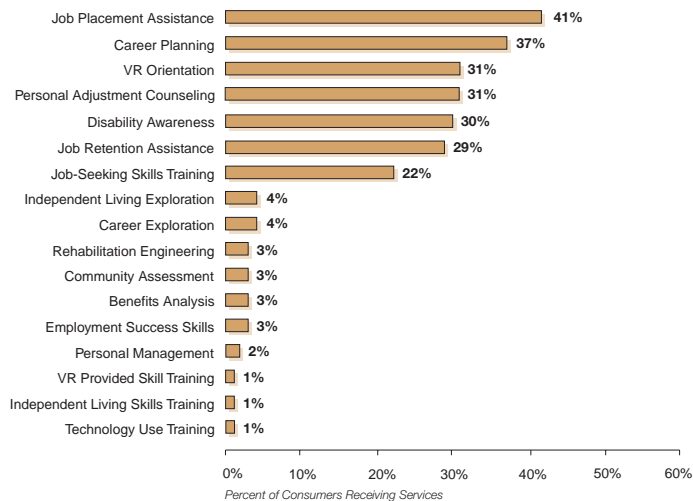
LEADING CAUSES OF IMPAIRMENT



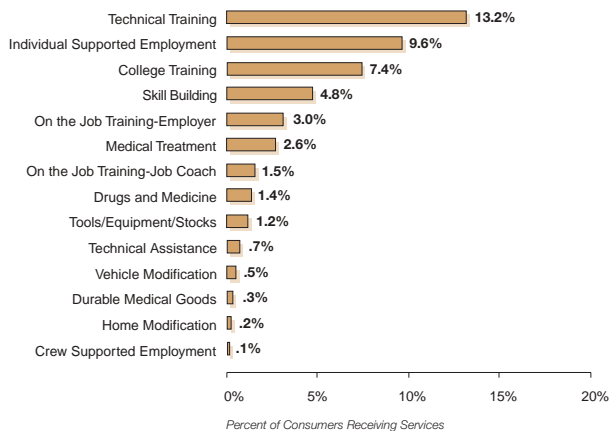
3. Classroom Activities – This involves instructional activities for students to assist with transition planning. For example: What are effective ways for a student to advocate for their needs,

explore their interests, develop positive work attitudes, and acquire good life skills. These resources would help a teacher enrich their lesson planning.

SERVICES PROVIDED BY VOCATIONAL REHABILITATION STAFF



SERVICES PROVIDED BY COMMUNITY AGENCIES AND PROGRAMS



“I’ve shown a lot of people that given the chance to do a job, I can be a good employee.”

Karen Nichols
Offutt Air Force Base

When Karen Nichols moved to Omaha to be close to family members, her goal was to find a job. She started with the local office of Voc Rehab, working with counselor, Shobha Ayyappan. Karen’s disability, a mild mental handicap, her interests and previous experience in food service were all taken into consideration. Shobha provided information to Karen about an employment project with Offutt Air Force Base. Nebraska Voc Rehab, Health and Human Services and Black Hills Workshop out of South Dakota jointly fund the program. Karen applied and was offered a job on the base in July 2003. She loves her job in food service and the full benefit package is a real plus for Karen.



Karen Nichols

Message...

“They listened to what I wanted to get back into...”

Tammy Wuestewald
Elwood Care Center

In 2001, Tammy Wuestewald had major surgery on her shoulder. Returning to work as a Certified Nursing Assistant seemed like a far-fetched goal, until she was put in touch with Vocational Rehabilitation. She worked with them, and ultimately, she was recertified as a CNA. Tammy is so positive about Voc Rehab, saying, “They listened to what I wanted to get back into...” Her gratitude extends also to her employer, Elwood Care Center, and to her co-workers.

She feels that they are aware of her limitations and work hard to accommodate her needs. Tammy has reached her immediate goals, but hopes to continue moving forward. She would like to become an Occupational Therapist and help people with disabilities. Voc Rehab has helped this determined woman to fulfill her dreams.



SUCCESS STORY

4. Work-based

activities – This

involves resources to foster community experiences.

For example:

How do you set up a career fair, an employer tour, or job shadowing experience?

What are

effective strategies

to involve employers in mentoring transition students?

5. Evaluation

– This involves

evaluating the success of the

system. For example: Do

students stay in school and

graduate? Do they achieve

appropriate transition outcomes

including employment, training

and independent living?

OCCUPATIONS AND EARNINGS

Occupations	Percent	Average Hourly Earnings
Service	36.9%	\$6.91
Sales	11.6%	\$7.10
Office Support	11.6%	\$8.00
Professional	10.1%	\$11.55
Production	7.4%	\$8.73
Transportation and Material Moving	6.3%	\$8.61
Installation, Maintenance and Repair	5.7%	\$9.11
Construction and Extraction	4.2%	\$8.68
Management, Business and Finance	2.9%	\$11.44
Farming, Fishing and Forestry	2.9%	\$7.61
Military	.2%	\$5.33

Vocational Rehabilitation will begin implementing the system in the fall of 2005 in selected schools that choose to participate. The involvement of schools will vary around the state. Some schools have very well defined programs for students with severe disabilities.

Tammy
Wuestewald

They may choose to participate with Vocational Rehabilitation involving primarily students with learning disabilities or disabilities where more extensive school resources are not available. Other schools with more limited resources may choose to be involved in a more comprehensive way.

The work before us is challenging. However, Vocational Rehabilitation must move ahead. We must go beyond the stalemate that occurs when we wait for "enough money and time." We will find a reasonable balance of resources between adult and transitioning students. I believe time will vindicate our actions and we will wonder why we didn't act upon the opportunity much earlier.

2004 PERFORMANCE ON FEDERAL STANDARDS

	Federal Standard	Voc Rehab FY2004
Increased number of employment outcomes	Equal or Increase	-170 Consumers
Percent achieving employment outcome	55.80%	55.33%
Percent with earnings above minimum wage	72.60%	97.00%
Percent with significant disabilities	62.00%	100.00%
Ratio of average earnings to state average earnings	0.52%	0.52%
Increase in percent whose income is largest source of support	53.00%	50.86%
Minority access	0.80%	0.79%

"They (Voc Rehab) got me...comfortable with myself."

Diane Schutte
Mt. Carmel Nursing Home



Diane Schutte

Locating to Kearney was a good move for Diane Schutte. So was following the suggestion of a friend that she contact the Kearney Voc Rehab office. Diane has a permanent hearing loss, as a result of a childhood ear infection. Working with Voc Rehab counselors, Cindy Powell and Vickie Schaepler, was the boost that she needed in the search for employment in a tough job market. The Voc Rehab training on job seeking skills, disability awareness counseling, and a job lead from Cindy placed Diane in a job suited to her interests and experience. She works as a Certified Nursing Assistant (CNA) at Mt. Carmel Nursing Home.

“I don’t know what I would have done without them.”

Julie Berger
Nebraska Department of Health
and Human Services

Surgery had left Julie Berger unable to perform the duties of her house keeping job.

She needed help finding a different career. Julie approached Vocational Rehabilitation in Lincoln following up on a suggestion from Workforce Development. She met with Voc Rehab Associate, Angie Thiel.

When Julie first began working with Voc Rehab, she could type just ten words per minute. With Angie’s encouragement and practice, Julie increased her speed to 37 words per minute. She has gained valuable work experience with an on-the job training placement. Julie is currently working for Health and Human Services as an SOS worker. Julie remains upbeat and continues to stay focused on her goals.

SUCCESS STORY



Julie Berger



Annual Program Costs

	Cost of Program
Administration	\$3,211,361.00

CLIENT SERVICES

	Cost of Program
Provided by VR Staff	\$8,975,194.00
Purchased from Community Rehab Programs	\$1,616,057.00
Purchased from Other Vendors	\$3,424,207.00
All Other Client Services	\$349,420.00
Total	\$14,364,878.00

PURCHASED FOR CLIENTS

	Cost of Program
Assessment	\$241,822.00
Higher Education	\$1,593,928.00
Miscellaneous Training	\$1,986,647.00
Maintenance	\$93,757.00
Personal Assistance Services	\$8,200.00
Transportation	\$167,970.00
Rehabilitation Technology Services	\$647,333.00
Small Business Enterprise	\$170,389.00
All Other Services	\$130,218.00
Total	\$5,040,264.00

SRC Committee Reports

Interagency Committee

During this past year the Interagency Committee completed the data analysis of the survey of agencies and submitted a summary report to the Council. This survey was developed for agencies that refer consumers to VR, or who are likely to have a working relationship with VR. The survey was mailed to 640 agencies, and 269 (42%) were completed and returned. The results provide an assessment of the strength of VR's relationship with other organizations, how best to provide feedback to these organizations, and the primary reason others refer their clients to VR.

Several of the returned surveys mentioned specific VR staff and local offices, commending them for the services they provide for consumers.

Results of the survey were broken down by referral source.

The Interagency Committee also continued to focus on the Workforce Investment Act partners to ensure Council members were informed of activities and the coordination of effort among WIA partners. Status updates on the Ticket To Work and activities of the State Independent Living Council (SILC) were also provided to members.

This Committee has also accepted the responsibility of reviewing the Council's Annual Report and submitting recommendations for improvement.

SUCCESS STORY

"The biggest thing was giving me the initiative to get out there and find something that I really wanted to do."

Robert Fetters

Nebraska Forest—Bessey Ranger District

Robert Fetters



A farming accident in 1997 resulted in weeks of coma and the loss of both legs above the knee for Robert (Bob) Fetters. Bob eventually returned to his job but realized he needed to look at other employment options. That is where Judy Dixon, a counselor with the Kearney Voc Rehab office, came into the picture. Meeting with Bob, Judy discussed his strengths and limitations and defined areas of interest. Together they worked on applications, resumés and interviewing skills. When a Forest Protection Officer position with the Nebraska Forest-Bessey Ranger District was available, it was the answer. It captured Bob's interests of hunting, fishing, outdoor activities and his enjoyment of working with people. The seasonal position allows time for his active life at home in Dunning.

SRC Committee Reports

CONSUMERS SERVED BY LEGISLATIVE DISTRICT

District	Total	Percent
1	112	1.5
2	89	1.2
3	54	0.7
4	52	0.7
5	56	0.8
6	76	1.0
7	181	2.4
8	111	1.5
9	179	2.4
10	98	1.3
11	213	2.9
12	52	0.7
13	98	1.3
14	37	0.5
15	127	1.7
16	105	1.4
17	147	2.0
18	222	3.0
19	361	4.9
20	73	1.0
21	108	1.5
22	159	2.2
23	135	1.8
24	179	2.4
25	118	1.6
26	143	1.9
27	129	1.7
28	509	6.9
29	194	2.6
30	132	1.8
31	44	0.6
32	120	1.6
33	354	4.8
34	132	1.8
35	370	5.0
36	167	2.3
37	292	3.9
38	167	2.3
39	49	0.7
40	175	2.4
41	145	2.0
42	174	2.4
43	168	2.3
44	112	1.5
45	101	1.4
46	122	1.7
47	112	1.5
48	210	2.8
49	144	1.9

Strategic Issues Committee

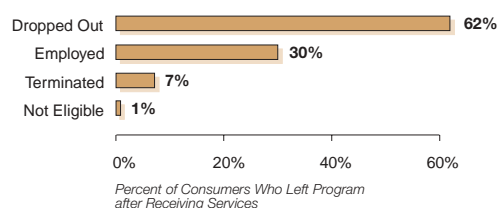
The Strategic Issues Committee works to identify and review external influences that will impact employment for persons with disabilities and then recommends appropriate action to increase the likelihood of successful employment for persons with disabilities. During the last year, based on the Strategic Issues Committee's recommendations, VR has:

- Worked to incorporate an employment focus into the Governor's Behavioral Health Reform Initiative for persons with mental illness;
- Worked collaboratively with the Nebraska Department of Labor Workforce Development to apply for and obtain a federal Work Incentive Grant that will

build the capacity of the One Stop Career Centers to serve persons with disabilities;

- Created more work-based learning activities and employment tours for students with disabilities of transition age;
- Initiated a series of lesson plans as tools for teachers to enhance discussion and incorporate learning activities focused on employment opportunities for students with disabilities; and
- Incorporated home-based and telework employment as options within consumer business plans and benefits analysis.

OUTCOMES



Client Services and Satisfaction Committee

The Client Services and Satisfaction Committee's role is to review Vocational Rehabilitation's delivery of services to consumers and ways to improve these services. Additionally the committee monitors consumer satisfaction of Voc Rehab client services.

This year the committee finalized a review of the Employment Warranty® (EW) Program. It made recommendations to Voc Rehab in regard to timing and text of the communication follow-up process with those consumers in the EW Program.

The committee received an overview of the Client Assistance Program (CAP) from Vicki Rasmussen, Director of CAP. We reviewed the types of cases she mediated in the last year, as well as evaluating them for any specific trends. The Client Services and Satisfaction Committee will continue to review and track CAP cases.

The newly formatted Individual Plan for Employment Planning Notebook, "Discover the Job that Works for You" was distributed to all of the SRC membership. The Client Services and Satisfaction Committee members have reviewed the notebook. The committee plans to meet with Voc Rehab staff and consumers to develop and conduct a survey as a means to measure the satisfaction level of consumers in the upcoming year.

The SRC membership also received the draft of the Family Transition Planner. This will provide valuable information to transition students and their families in preparing for post high school life. The Client Services and Satisfaction Committee members provided feedback to Voc Rehab and will continue monitoring the development and implementation of the Planner.

CUSTOMER SERVICE VALUES

Nebraska Vocational Rehabilitation is dedicated to quality employment solutions for individuals with disabilities.

We empower by:

Respecting the individual.

Appreciating differences.

Communicating effectively.

Focusing on strengths.

Thinking creatively.

Acting responsibly.

State Rehabilitation Council Members

October 1, 2003—September 30, 2004

CONTACT INFORMATION:

The State Rehabilitation Council (SRC) values the input and involvement of all citizens in Nebraska regarding rehabilitation services. All SRC meetings are open to the public and are a great opportunity for the public to voice concerns.

MEETINGS:

Meeting dates, times and locations are posted on the Vocational Rehabilitation web site at www.vocrehab.state.ne.us.

WRITE:

State Rehabilitation Council Chairperson
Nebraska Department of Education
301 Centennial Mall South
P.O. Box 94987
Lincoln, NE 68509

CALL:

402.471.6301
877.637.3422 (V/TTY)

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Sharon Bloechle

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Consumer/Advocate

Mary Dale Christensen

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Parent Training Center/Consumer

Eileen Curry

Lincoln
Business/Consumer

Susan Gieschen

Ogallala
Business

Kay Grone

Grand Island
Consumer

Gayle Hahn

Hastings
Easter Seals

Sandy Ham

Lincoln
Consumer

Michelle Hultine

Hastings
Community Rehabilitation Service
Provider/Business/Consumer

Dave Jelinek

Grand Island
Vocational Rehabilitation
Counselor/Consumer

Les Kimmons

Omaha
Consumer/ Advocate

Tim Kolb

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